



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## EDITORIAL NOTES

---

One of the most pronounced tendencies in modern educational advance is the attempt to realize more nearly the ideals of free, public, universal education.

*FEDERAL AID FOR  
VOCATIONAL  
SECONDARY EDUCA-  
TION*

This attempt is leading school authorities everywhere to extend facilities downward, and especially to diversify opportunities for pupils entering upon the secondary period of education.

Furthermore, there is a growing consciousness that the secondary period of education should more nearly coincide with the actual secondary period of the development of the growing child. This may be said to begin with early adolescence, or, approximately, when the average child is in the sixth or seventh grade. Plans already in operation for differentiating the work of pupils at the seventh grade exemplify the efforts which are being made to provide training specifically appropriate for each individual.

The tendency to diversify educational opportunities in the lower schools is seen nowhere more clearly than in recent educational legislation, notably in the states of Maine, Massachusetts, New York, New Jersey, Connecticut, Ohio, Pennsylvania, Michigan, Indiana, Wisconsin, and Minnesota.

It is especially worthy of note that bills now before the national Congress show a like tendency to popularize education.

When, in 1862, the Morrill act became a law, a great impetus was given to education in the practical arts but the schools established under that act were, generally speaking, of college grade. The graduates of these schools have shared with the graduates of colleges generally the distinction of filling professional and managerial positions. The bills now before Congress seek to promote instruction in agriculture, trades and industries, and home economics, in schools of secondary grade, and the special training of teachers for these subjects in normal schools. They would therefore exert an influence as far down as the elementary schools.

As early as 1908 Mr. Davis of Minnesota introduced in the House of Representatives a bill which, with some modifications, has been presented in succeeding years, and which is now before the Committee on Agriculture as H.R. 6333. A similar bill was presented by Mr. Wilson of Pennsylvania in April, 1911, as H.R. 2907.

Senator Page of Vermont introduced in April, 1911, Senate bill No. 3. This bill is similar to the House bills, though with an important addition, and is essentially identical with that presented by the late Senator Dolliver in January, 1910. In certain circles this bill was commonly referred to as "labor's bill," and it was known to be entirely satisfactory to the leaders of the industrial-education movement of the American

*THE PAGE BILL*

Federation of Labor. When it is recalled that the late Carroll D. Wright, an authority both in education and in industry, expressed the opinion that no plan of industrial education would succeed which was not acceptable to organized labor, this approval is significant.

The Page bill, which has been referred to the Committee on Agriculture and Forestry, seeks "to co-operate with the states in encouraging instruction in agriculture, the trades and industries, and home economics in secondary schools; in maintaining instruction in these vocational subjects in state normal schools; in maintaining extension departments in state colleges of agriculture and mechanic arts; and to appropriate money and regulate its expenditure."

By the provisions of the bill four points of contact are to be established with existing educational institutions: first, with regular secondary schools; second, with state district agricultural secondary schools; third, with state colleges of agriculture and mechanic arts; fourth, with state and territorial normal schools.

The details of these propositions, considered under the above classification, are:

*First.*—That five million dollars be appropriated annually, beginning with the year ending June 30, 1915, for instruction in the trades and industries, home economics, and agriculture, in public secondary schools, the amount to be allotted to the several states and territories in proportion to their population as determined by the census of 1910.

*Second.*—(a) That four million dollars be appropriated annually for instruction in agriculture and home economics in state district agricultural schools of secondary grade.

(b) That one million dollars be appropriated annually for maintenance of branch agricultural experiment stations to be located in these agricultural schools.

In the case of both (a) and (b) the appropriation is to be available for the year ending June 30, 1915, and is to be allotted in proportion to the number of persons engaged in agricultural pursuits, as shown by the census of 1910. Special provision is made for states and territories with less than one hundred thousand persons so employed. The appropriation for (b) is to be available only after the state or territory shall have provided at least an equal amount for the same purpose.

*Third.*<sup>1</sup>—That five hundred thousand dollars be appropriated for the year ending June 30, 1913, and annually thereafter, for maintenance of extension departments in state colleges of agriculture and mechanic arts, established under the provision of an act of Congress approved July 2, 1862, and that ten thousand dollars of this sum be allotted annually to each of the forty-eight states and territories, and twenty thousand dollars to the Office of Experiment Stations of the Department of Agriculture. The departments are to be devoted to instruction and demonstration in agriculture, the trades and industries,

<sup>1</sup> This item is not included in the House bills.

home economics, and rural affairs, for persons not resident at these colleges nor at the secondary and normal schools provided for in the act. It is further provided that regularly increasing additional sums shall be appropriated until, in the year ending June 30, 1918, and annually thereafter, the additional amount will be one million dollars. This sum is to be allotted in proportion to the number of persons engaged in "agriculture," although, as above noted, the instruction includes "trades and industries." It is also provided that the additional sums shall be available only after the state has established such an extension department, and has provided an appropriation for that work at least equal to the additional amount annually allotted to the state for that purpose.

*Fourth.*—That one million dollars be appropriated annually, beginning with the year ending June 30, 1913, for the maintenance of instruction in agriculture, the trades and industries, and home economics, in state and territorial normal schools, the amount to be allotted in proportion to the population, with the addition of three thousand dollars annually for states and territories with less than three hundred thousand inhabitants.

Ample appropriations and authority for administering the act are provided, and the co-operation of the Secretary of the Interior, the Secretary of Commerce and Labor, and the Secretary of Agriculture is secured. No state or territory will be entitled to the benefits of the act unless, "in the judgment of the Secretary of the Interior, it has made ample preparation to utilize to advantage" the federal aid given thereby.

The purpose of the proposed legislation seems to be to provide well-rounded vocational courses as well as general preparation for agriculture, trades and industries, and home-making, suited to the respective sections of the United States. It includes encouragement for those permanently engaged in these vocations, and "not necessarily graduated from elementary schools" by the establishment of short, practical courses. It purposes to promote earlier interest in the scientific study of these fundamental human activities by giving appropriate instruction in specialized normal courses. The movement to furnish an adequate education for the agricultural and industrial workers of the country is now well under way, and renewed interest would certainly be stimulated by the passage of the Page Bill. The bill deserves the careful reading and, we believe, the active support of those who hope for the rapid extension of free, public education.

FRANK M. LEAVITT